



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 10001129
SAU: Acton School Department
School: Acton Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

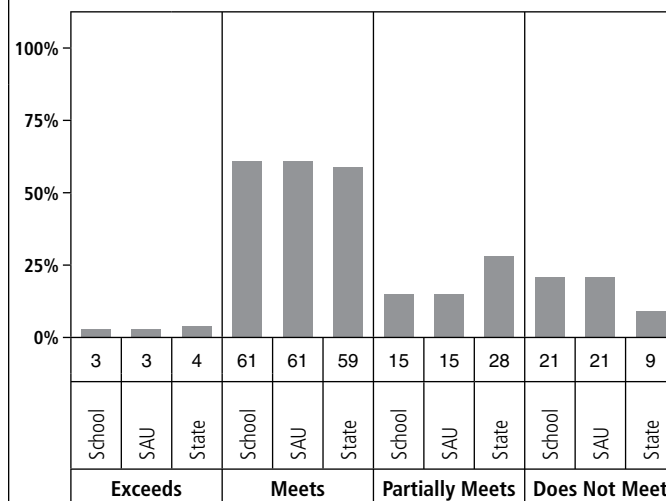
SAU: Acton School Department

School: Acton Elementary School

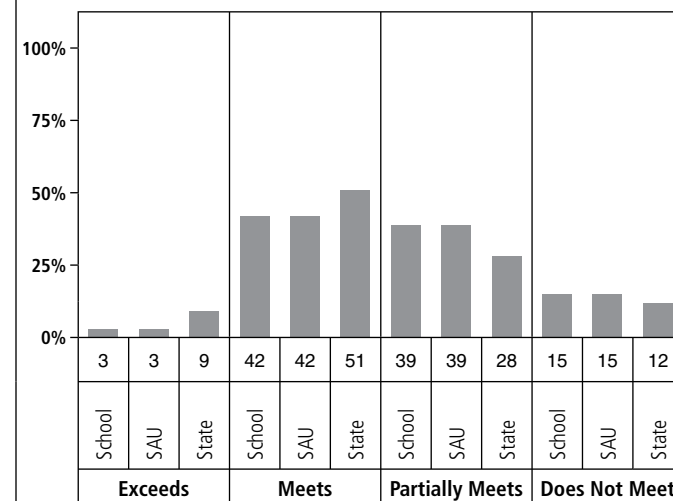
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	442	442	444
2006–2007	449	449	445
2007–2008	444	444	445
Cum. Avg. *	445	445	445
Mathematics			
2005–2006	440	440	444
2006–2007	445	445	445
2007–2008	441	441	445
Cum. Avg. *	442	442	445
Science & Technology			
2005–2006	442	442	444
2006–2007	444	444	444
2007–2008	439	439	444
Cum. Avg. *	442	442	444

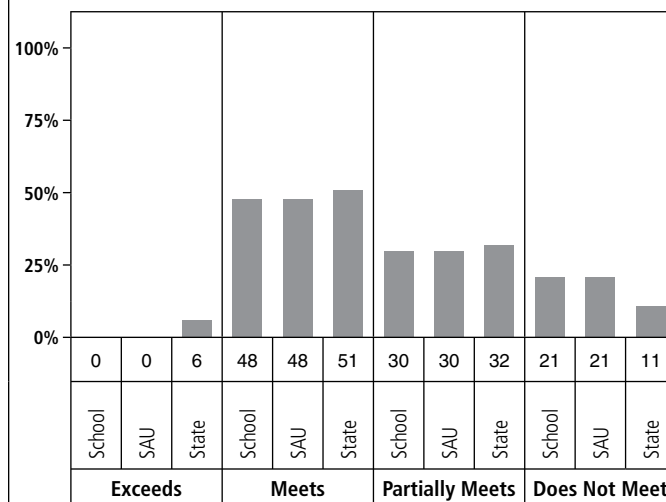
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Acton School Department
 School: Acton Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	33	100	33	100	14207	100	33	100	33	100	14181	100	33	100	33	100	14123	100	33	100	33	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	33	100	33	100	13282	93	33	100	33	100	13264	100	33	100	33	100	13205	100	33	100	33	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	7	21	7	21	2524	18	7	100	7	100	2514	100	7	100	7	100	2498	99	7	100	7	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	11	33	11	33	5587	39	11	100	11	100	5569	100	11	100	11	100	5538	99	11	100	11	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	23	70	23	70	10755	76	24	73	24	73	10730	76	24	73	24	73	10776	76						
Identified disability (PET/IEP)	1	4	1	4	375	3	2	8	2	8	374	3	2	8	2	8	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	2	9	2	9	114	1	2	8	2	8	114	1	2	8	2	8	115	1						
Participation with accommodations	10	30	10	30	3298	23	9	27	9	27	3267	23	9	27	9	27	3215	23						
Identified disability (PET/IEP)	6	60	6	60	2013	61	5	56	5	56	1998	61	5	56	5	56	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	4	40	4	40	1046	32	4	44	4	44	1023	31	4	44	4	44	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	3	1	3	601	4
	2006-2007	4	13	4	13	507	4
	2007-2008	1	3	1	3	559	4
	Cum. Total*	6	6	6	6	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	17	53	17	53	7910	57
	2006-2007	18	60	18	60	8749	63
	2007-2008	20	61	20	61	8308	59
	Cum. Total*	55	58	55	58	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	10	31	10	31	3970	29
	2006-2007	5	17	5	17	3467	25
	2007-2008	5	15	5	15	3922	28
	Cum. Total*	20	21	20	21	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	4	13	4	13	1421	10
	2006-2007	3	10	3	10	1165	8
	2007-2008	7	21	7	21	1264	9
	Cum. Total*	14	15	14	15	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.9	60.2	28.9	60.2	29.7	61.9
Literary Text	24	50	15.2	63.3	15.2	63.3	15.5	64.6
Informational Text	24	50	13.8	57.5	13.8	57.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	1	3	20	61	5	15	7	21	444	33	3	61	15	21	444	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	33	1	3	20	61	5	15	7	21	444	33	3	61	15	21	444	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	3	43	1	14	3	43	438	7	0	43	14	43	438	2388	0	29	44	26	437
No	26	1	4	17	65	4	15	4	15	446	26	4	65	15	15	446	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	33	1	3	20	61	5	15	7	21	444	33	3	61	15	21	444	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	11	0	0	7	64	1	9	3	27	443	11	0	64	9	27	443	5502	1	47	37	14	441
No	22	1	5	13	59	4	18	4	18	444	22	5	59	18	18	444	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	33	1	3	20	61	5	15	7	21	444	33	3	61	15	21	444	14048	4	59	28	9	445
Gender																						
Female	19	1	5	13	68	2	11	3	16	446	19	5	68	11	16	446	6959	5	61	26	8	446
Male	14	0	0	7	50	3	21	4	29	441	14	0	50	21	29	441	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	5	0	0	2	40	0	0	3	60	436	5	0	40	0	60	436	1890	0	37	46	17	439
No	28	1	4	18	64	5	18	4	14	445	28	4	64	18	14	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	3										3						266	21	74	4	0	456
No	30	0	0	18	60	5	17	7	23	443	30	0	60	17	23	443	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	430	3	0	0	0	100	430	5	1	42	36	21	440
B. less than one hour	94	1	3	19	61	5	16	6	19	444	94	3	61	16	19	444	74	4	62	27	7	445
C. one to two hours	3	0	0	1	100	0	0	0	0	444	3	0	100	0	0	444	18	5	59	29	7	446
D. more than two hours	0										0						2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	45	0	0	9	60	3	20	3	20	443	45	0	60	20	20	443	30	6	63	24	7	446
B. They match some of what I have learned.	39	1	8	7	54	1	8	4	31	443	39	8	54	8	31	443	52	4	63	27	6	446
C. They match just a little of what I have learned.	9	0	0	3	100	0	0	0	0	450	9	0	100	0	0	450	12	2	46	37	15	441
D. There is no match.	6	0	0	1	50	1	50	0	0	447	6	0	50	50	0	447	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	1	9	8	73	1	9	1	9	449	33	9	73	9	9	449	35	7	66	20	6	448
B. good	48	0	0	9	56	2	13	5	31	441	48	0	56	13	31	441	51	3	60	29	7	445
C. fair	18	0	0	3	50	2	33	1	17	443	18	0	50	33	17	443	12	1	44	40	16	440
D. poor	0										0						2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	5	83	0	0	1	17	448	18	0	83	0	17	448	19	2	46	34	17	442
B. about the same as my regular schoolwork	64	1	5	13	62	3	14	4	19	444	64	5	62	14	19	444	62	5	64	26	5	446
C. easier than my regular schoolwork	18	0	0	2	33	2	33	2	33	439	18	0	33	33	33	439	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	9	0	0	3	100	0	0	0	0	448	9	0	100	0	0	448	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	63	0	0	11	55	5	25	4	20	442	63	0	55	25	20	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	28	1	11	5	56	0	0	3	33	445	28	11	56	0	33	445	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	12	0	0	2	50	1	25	1	25	443	12	0	50	25	25	443	18	7	64	22	7	447
B. 20 minutes to an hour	76	1	4	16	64	3	12	5	20	444	76	4	64	12	20	444	55	4	64	26	6	446
C. less than 20 minutes	12	0	0	2	50	1	25	1	25	442	12	0	50	25	25	442	14	2	53	33	12	443
D. I rarely read at home.	0										0						13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	0	0	1	20	1	20	3	60	435	16	0	20	20	60	435	23	3	50	34	13	442
B. six to ten pages	28	0	0	4	44	2	22	3	33	440	28	0	44	22	33	440	25	3	60	29	8	444
C. eleven or more pages	56	1	6	14	78	2	11	1	6	448	56	6	78	11	6	448	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	430	50	0	0	0	100	430						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	428	50	0	0	0	100	428						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	2	6	2	6	1294	9
	2006-2007	3	10	3	10	1054	8
	2007-2008	1	3	1	3	1321	9
	Cum. Total*	6	6	6	6	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	15	47	15	47	7000	50
	2006-2007	16	53	16	53	7394	53
	2007-2008	14	42	14	42	7079	51
	Cum. Total*	45	47	45	47	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	8	25	8	25	3784	27
	2006-2007	6	20	6	20	3729	27
	2007-2008	13	39	13	39	3955	28
	Cum. Total*	27	28	27	28	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	22	7	22	1894	14
	2006-2007	5	17	5	17	1735	12
	2007-2008	5	15	5	15	1642	12
	Cum. Total*	17	18	17	18	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.3	55.3	8.3	55.3	9.5	63.3
Cluster 2: Shape and Size	14	29	8.4	60.0	8.4	60.0	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.2	64.0	3.4	68.0
Cluster 4: Patterns	14	29	9.3	66.4	9.3	66.4	9.7	69.3

Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

E. Geometry

F. Measurement

Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Acton School Department
School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	1	3	14	42	13	39	5	15	441	33	3	42	39	15	441	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	33	1	3	14	42	13	39	5	15	441	33	3	42	39	15	441	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	3	43	2	29	432	7	0	29	43	29	432	2372	3	31	36	30	436
No	26	1	4	12	46	10	38	3	12	443	26	4	46	38	12	443	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	33	1	3	14	42	13	39	5	15	441	33	3	42	39	15	441	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	11	0	0	3	27	6	55	2	18	437	11	0	27	55	18	437	5472	5	41	35	19	440
No	22	1	5	11	50	7	32	3	14	443	22	5	50	32	14	443	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	33	1	3	14	42	13	39	5	15	441	33	3	42	39	15	441	13992	9	51	28	12	445
Gender																						
Female	19	1	5	10	53	7	37	1	5	445	19	5	53	37	5	445	6933	9	50	29	12	445
Male	14	0	0	4	29	6	43	4	29	435	14	0	29	43	29	435	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	5	0	0	0	0	5	100	0	0	434	5	0	0	100	0	434	1890	2	34	41	23	438
No	28	1	4	14	50	8	29	5	18	442	28	4	50	29	18	442	12107	11	53	26	10	446
Gifted/talented program																						
Yes	3										3						266	45	49	5	0	461
No	30	0	0	12	40	13	43	5	17	439	30	0	40	43	17	439	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	424	3	0	0	0	100	424	5	6	34	33	27	438
B. less than one hour	94	1	3	13	42	13	42	4	13	441	94	3	42	42	13	441	74	10	52	28	10	446
C. one to two hours	3	0	0	1	100	0	0	0	0	456	3	0	100	0	0	456	18	10	52	28	10	446
D. more than two hours	0										0						2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	1	8	7	58	2	17	2	17	446	36	8	58	17	17	446	38	13	56	23	8	448
B. They match some of what I have learned.	48	0	0	6	38	8	50	2	13	438	48	0	38	50	13	438	48	8	52	29	10	445
C. They match just a little of what I have learned.	9	0	0	0	0	3	100	0	0	434	9	0	0	100	0	434	10	4	35	39	22	439
D. There is no match.	6	0	0	1	50	0	0	1	50	441	6	0	50	0	50	441	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	1	9	6	55	2	18	2	18	445	33	9	55	18	18	445	35	16	55	20	8	449
B. good	48	0	0	7	44	8	50	1	6	443	48	0	44	50	6	443	48	7	52	31	11	445
C. fair	15	0	0	1	20	3	60	1	20	429	15	0	20	60	20	429	14	3	41	38	18	440
D. poor	3	0	0	0	0	0	0	1	100	428	3	0	0	0	100	428	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	0	0	3	43	4	57	0	0	444	21	0	43	57	0	444	15	4	38	33	25	439
B. about the same as my regular schoolwork	52	1	6	7	41	7	41	2	12	441	52	6	41	41	12	441	64	10	54	28	9	446
C. easier than my regular schoolwork	27	0	0	4	44	2	22	3	33	438	27	0	44	22	33	438	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	0	0	2	20	6	60	2	20	434	30	0	20	60	20	434	23	8	47	29	16	443
B. two or three days a week	48	1	6	9	56	4	25	2	13	445	48	6	56	25	13	445	36	11	54	27	9	447
C. two or three times each month	18	0	0	2	33	3	50	1	17	437	18	0	33	50	17	437	25	10	53	27	10	446
D. never or almost never	3	0	0	1	100	0	0	0	0	460	3	0	100	0	0	460	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	1	33	0	0	2	67	427	9	0	33	0	67	427	5	3	30	33	33	436
B. two or three days a week	12	0	0	1	25	3	75	0	0	443	12	0	25	75	0	443	19	8	50	30	12	445
C. two or three times each month	67	1	5	10	45	9	41	2	9	443	67	5	45	41	9	443	38	11	55	26	8	447
D. never or almost never	12	0	0	2	50	1	25	1	25	438	12	0	50	25	25	438	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	0	0	1	50	1	50	431	6	0	0	50	50	431	8	3	33	38	25	438
B. 30–45 minutes	33	0	0	4	36	5	45	2	18	440	33	0	36	45	18	440	27	6	48	33	13	443
C. 45–60 minutes	45	1	7	9	60	5	33	0	0	445	45	7	60	33	0	445	38	11	54	26	9	447
D. more than 60 minutes	15	0	0	1	20	2	40	2	40	433	15	0	20	40	40	433	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	430	50	0	0	100	0	430						
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	434	50	0	0	100	0	434						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	2	6	2	6	751	5
	2006-2007	0	0	0	0	963	7
	2007-2008	0	0	0	0	882	6
	Cum. Total*	2	2	2	2	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	16	48	16	48	7251	52
	2006-2007	16	53	16	53	6824	49
	2007-2008	16	48	16	48	7130	51
	Cum. Total*	48	50	48	50	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	9	27	9	27	4514	32
	2006-2007	10	33	10	33	4382	32
	2007-2008	10	30	10	30	4433	32
	Cum. Total*	29	30	29	30	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	6	18	6	18	1458	10
	2006-2007	4	13	4	13	1735	12
	2007-2008	7	21	7	21	1546	11
	Cum. Total*	17	18	17	18	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	6.9	57.5	6.9	57.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.9	57.5	6.9	57.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.5	54.2	6.5	54.2	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.3	60.8	7.3	60.8	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	0	0	16	48	10	30	7	21	439	33	0	48	30	21	439	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	33	0	0	16	48	10	30	7	21	439	33	0	48	30	21	439	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	1	14	4	57	431	7	0	29	14	57	431	2370	2	32	41	25	437
No	26	0	0	14	54	9	35	3	12	442	26	0	54	35	12	442	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	33	0	0	16	48	10	30	7	21	439	33	0	48	30	21	439	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	11	0	0	6	55	4	36	1	9	441	11	0	55	36	9	441	5470	3	41	39	18	440
No	22	0	0	10	45	6	27	6	27	439	22	0	45	27	27	439	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	33	0	0	16	48	10	30	7	21	439	33	0	48	30	21	439	13986	6	51	32	11	444
Gender																						
Female	19	0	0	11	58	6	32	2	11	442	19	0	58	32	11	442	6929	6	49	33	12	443
Male	14	0	0	5	36	4	29	5	36	435	14	0	36	29	36	435	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	5	0	0	0	0	1	20	4	80	427	5	0	0	20	80	427	1888	1	32	44	23	437
No	28	0	0	16	57	9	32	3	11	442	28	0	57	32	11	442	12103	7	54	30	9	445
Gifted/talented program																						
Yes	3										3						266	30	65	5	1	457
No	30	0	0	13	43	10	33	7	23	438	30	0	43	33	23	438	13725	6	51	32	11	444

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	434	3	0	0	100	0	434	5	4	37	36	22	439
B. less than one hour	94	0	0	15	48	9	29	7	23	439	94	0	48	29	23	439	74	6	53	31	10	444
C. one to two hours	3	0	0	1	100	0	0	0	0	452	3	0	100	0	0	452	18	7	52	32	8	445
D. more than two hours	0										0						2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	15	0	0	3	60	0	0	2	40	438	15	0	60	0	40	438	24	9	53	28	10	446
B. They match some of what I have learned.	58	0	0	7	37	7	37	5	26	438	58	0	37	37	26	438	49	6	54	31	9	445
C. They match just a little of what I have learned.	15	0	0	3	60	2	40	0	0	446	15	0	60	40	0	446	21	4	47	36	13	442
D. There is no match.	12	0	0	3	75	1	25	0	0	443	12	0	75	25	0	443	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	30	0	0	5	50	3	30	2	20	439	30	0	50	30	20	439	25	9	53	27	10	446
B. good	55	0	0	10	56	4	22	4	22	441	55	0	56	22	22	441	54	6	55	30	9	445
C. fair	15	0	0	1	20	3	60	1	20	434	15	0	20	60	20	434	19	3	43	40	15	441
D. poor	0										0						3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	23	0	0	2	29	5	71	0	0	441	23	0	29	71	0	441	22	5	45	35	15	442
B. about the same as my regular schoolwork	65	0	0	10	50	4	20	6	30	438	65	0	50	20	30	438	62	7	53	31	9	445
C. easier than my regular schoolwork	13	0	0	3	75	0	0	1	25	445	13	0	75	0	25	445	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	10	0	0	1	33	0	0	2	67	430	10	0	33	0	67	430	24	7	48	33	12	444
B. a few times a week	45	0	0	6	43	4	29	4	29	437	45	0	43	29	29	437	53	7	54	31	9	445
C. once a week	23	0	0	4	57	2	29	1	14	443	23	0	57	29	14	443	9	6	46	33	15	442
D. a few times a month	23	0	0	3	43	4	57	0	0	443	23	0	43	57	0	443	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	59	0	0	8	42	4	21	7	37	436	59	0	42	21	37	436	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	16	0	0	2	40	3	60	0	0	441	16	0	40	60	0	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	13	0	0	3	75	1	25	0	0	449	13	0	75	25	0	449	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	13	0	0	3	75	1	25	0	0	446	13	0	75	25	0	446	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	442	50	0	100	0	0	442						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	428	50	0	0	0	100	428						

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N = Number